

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Arizona Early Learning
Standards, 3rd Edition
(2013)*

Arizona Early Learning Standards

COR Advantage Items

<i>Social Emotional Standard</i>	
<i>STRAND 1: Self</i>	
<i>Concept 1: Self-Awareness</i>	
The child demonstrates an awareness of his or her self.	
a. Demonstrates self-confidence.	B. Problem solving with materials
b. Makes personal preferences known to others.	A. Initiative and planning
c. Demonstrates knowledge of self-identity.	FF. Knowledge of self and others
d. Shows an awareness of similarities and differences between self and others.	FF. Knowledge of self and others
<i>Concept 2: Recognizes and Expresses Feelings</i>	
The child recognizes and expresses feelings of self and others.	
a. Associates emotions with words, facial expressions and body language.	D. Emotions
b. Identifies, describes and expresses their own feelings.	D. Emotions
c. Identifies and describes feelings of others.	D. Emotions
d. Expresses empathy for others.	D. Emotions

Arizona Early Learning Standards

COR Advantage Items

<i>Social Emotional Standard, CONT</i>	
<i>Concept 3: Self-Regulation</i>	
The child manages the expression of feelings, thoughts, impulses and behaviors.	
a. Understands and follows expectations in the learning environment.	G. Community
b. Manages transitions, daily routines and unexpected events.	G. Community
c. Modifies behavior for various situations and settings.	G. Community
d. Chooses appropriate words and actions.	H. Conflict resolution
<i>STRAND 2: Relationships</i>	
<i>Concept 1: Attachment</i>	
The child demonstrates the ability to engage in and maintain healthy relationships.	
a. Expresses affection for familiar adults.	E. Building relationships with adults
b. Seeks security and support from familiar adults.	E. Building relationships with adults
c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	E. Building relationships with adults
d. Separates from familiar adult with minimal distress.	E. Building relationships with adults

Arizona Early Learning Standards

COR Advantage Items

Concept 2: Social Interactions	
The child displays socially competent behavior.	
a. Responds when adults or other children initiate interactions.	E. Building relationships with adults F. Building relationships with other children
b. Initiates and sustains positive interactions with adults and other children.	E. Building relationships with adults F. Building relationships with other children
c. Demonstrates positive ways to resolve conflict.	H. Conflict resolution
Concept 3: Respect	
The child acknowledges the rights and property of self and others.	
a. Respects the rights and property of others.	G. Community
b. Defends own rights and the rights of others.	H. Conflict resolution FF. Knowledge of self and others
c. Shows respect for learning materials in the learning environment.	G. Community

Arizona Early Learning Standards

COR Advantage Items

<i>Approaches to Learning Standard</i>	
<i>STRAND 1: Initiative and Curiosity</i>	
<i>Concept 1: Initiative</i>	
The child demonstrates self-direction while participating in a range of activities and routines.	
a. Seeks interaction with others.	F. Building relationships with other children
b. Develops independence during activities, routines and play.	A. Initiative and planning
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	CC. Experimenting, predicting, and drawing conclusions
<i>Concept 2: Curiosity</i>	
The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	
a. Shows interest in learning new things and trying new experiences.	CC. Experimenting, predicting, and drawing conclusions
b. Expresses interest in people.	FF. Knowledge of self and others
c. Asks questions to get information.	E. Building relationships with adults L. Speaking M. Listening and comprehension

Arizona Early Learning Standards

COR Advantage Items

<i>Approaches to Learning Standard CONT</i>	
<i>STRAND 2: Attentiveness And Persistence</i>	
<i>Concept 1: Attentiveness</i>	
The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.	
a. Displays ability to hold attention when engaged in an activity.	A. Initiative and planning
b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	A. Initiative and planning
c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	A. Initiative and planning
<i>Concept 2: Persistence</i>	
The child demonstrates the ability to maintain and sustain a challenging task.	
a. Pursues challenges.	B. Problem solving with materials
b. Copes with frustration or disappointment with support.	B. Problem solving with materials H. Conflict resolution
c. Establishes goals, generates plans and follows through to completion.	A. Initiative and planning

Arizona Early Learning Standards

COR Advantage Items

<i>Approaches to Learning Standard CONT</i>	
<i>Strand 3: Confidence</i>	
<i>Concept 1: Confidence</i>	
The child demonstrates self-assurance in a variety of circumstances.	
a. Expresses opinions or ideas.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
b. Views self as competent and skilled.	B. Problem solving with materials K. Personal care and healthy behavior
c. Is willing to take risks and consider a variety of alternatives.	B. Problem solving with materials
<i>Strand 4: Creativity</i>	
<i>Concept 1: Creativity</i>	
The child demonstrates the ability to express their own unique way of seeing the world.	
a. Uses imagination to generate new ideas.	A. Initiative and planning X. Art Z. Movement AA. Pretend play
b. Appreciates humor.	D. Emotions
c. Engages in inventive social play.	AA. Pretend play

Arizona Early Learning Standards

COR Advantage Items

<i>Approaches to Learning Standard CONT</i>	
<i>Strand 5: Reasoning and Problem-solving</i>	
<i>Concept 1: Reasoning</i>	
The child demonstrates the ability to analyze information and situations in order to form judgments.	
a. Gathers information and reaches a conclusion.	CC. Experimenting, predicting, and drawing conclusions
b. Recognizes relationships between cause and effect.	C. Reflection CC. Experimenting, predicting, and drawing conclusions
c. Uses prior knowledge to build new knowledge and skills.	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<i>Concept 2: Problem-solving</i>	
The child demonstrates the ability to seek solutions to problems.	
a. Recognizes problems.	B. Problem solving with materials H. Conflict resolution
b. Seeks adult assistance when support is required.	B. Problem solving with materials H. Conflict resolution
c. Tries to solve problems.	B. Problem solving with materials H. Conflict resolution
d. Works to solve a problem independently.	B. Problem solving with materials H. Conflict resolution

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard</i>	
<i>STRAND 1: Language</i>	
<i>Concept 1: Receptive Language Understanding</i>	
The child demonstrates understanding of directions, stories, and conversations.	
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories..	M. Listening and comprehension Q. Book enjoyment and knowledge
b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.	M. Listening and comprehension
c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.	M. Listening and comprehension
<i>Concept 2: Expressive Language and Communication Skills</i>	
The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.	
a. Communicates needs, wants, ideas, and feelings through three to five word sentences.	L. Speaking M. Listening and comprehension
b. Speaks clearly and understandably to express ideas, feelings and needs.	L. Speaking
c. Makes relevant responses to questions and comments from others.	M. Listening and comprehension
d. Initiates, sustains, and expands conversations with peers and adults.	E. Building relationships with adults F. Building relationships with other children

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.	D. Emotions G. Community
f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.	E. Building relationships with adults
h. With modeling and support, uses increasingly complex phrases and sentences.	L. Speaking
<i>Concept 3: Vocabulary</i>	
The child understands and uses increasingly complex vocabulary.	
a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	D. Emotions L. Speaking
c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.	BB. Observing and classifying
d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.	T. Geometry: Shapes and spatial awareness

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
<i>STRAND 2: Emergent Literacy</i>	
<i>Concept 1: Concepts of Print</i>	
The child knows that print carries messages.	
a. Identifies signs, symbols and labels in the environment.	P. Reading
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	P. Reading
d. Recognizes that letters are grouped to form words.	O. Alphabet knowledge R. Writing
e. Recognizes own written name and the written names of friends and family.	P. Reading
e. Seeks information in printed materials.	A. Initiative and planning EE. Tools and technology
<i>Concept 2: Book Handling Skills</i>	
The child demonstrates how to handle books appropriately and with care.	
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	Q. Book enjoyment and knowledge
b. Identifies where in the book to begin reading.	Q. Book enjoyment and knowledge

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
Concept 3: Phonological Awareness	
The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	N. Phonological awareness
b. With modeling and support, identifies rhyming words.	N. Phonological awareness
c. With modeling and support, produces rhyming words.	N. Phonological awareness
d. With modeling and support, recognizes spoken words that begin with the same sound.	N. Phonological awareness
e. Hears and shows awareness of separate words within spoken phrases or sentences.	N. Phonological awareness
f. With modeling and support, identifies and discriminates syllables in words.	N. Phonological awareness
g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.	N. Phonological awareness
h. With modeling and support, repeats words and identifies the common final sound.	N. Phonological awareness

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
<i>Concept 4: Alphabet Knowledge</i>	
The child demonstrates knowledge of the alphabet.	
a. Discriminates letters from other shapes and symbols.	O. Alphabet knowledge
b. Matches and recognizes similarities and differences in letters, with modeling and support.	O. Alphabet knowledge
c. Recognizes as many as 10 letters, especially those in own name, family and friends.	O. Alphabet knowledge
d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.	O. Alphabet knowledge
<i>Concept 5: Comprehension</i>	
The child shows an interest in books and comprehends books read aloud with increasing text complexity.	
a. Takes an active role in reading activities.	Q. Book enjoyment and knowledge
b. With prompting and support, identifies characters and major events in a story.	M. Listening and comprehension
c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	M. Listening and comprehension
d. With prompting and support, draws connections between story events and personal experiences.	M. Listening and comprehension

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
e. With prompting and support, identifies events and details in the story and makes predictions.	M. Listening and comprehension
f. With prompting and support, gives an opinion for liking or disliking a book or story.	Q. Book enjoyment and knowledge
g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	Q. Book enjoyment and knowledge
h. With modeling and support, identifies the topic of informational text that has been read aloud.	M. Listening and comprehension
i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	Q. Book enjoyment and knowledge
j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	L. Speaking
<i>STRAND 3: Emergent Writing</i>	
<i>Concept 1: Early Writing, Writing Processes, and Writing Applications</i>	
The child uses writing materials to communicate ideas.	
a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	R. Writing

Arizona Early Learning Standards

COR Advantage Items

<i>Language and Literacy Standard CONT</i>	
b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	R. Writing
d. Writes own name using letter-like forms or conventional print.	R. Writing
e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	R. Writing
f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	R. Writing
g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	R. Writing

Arizona Early Learning Standards

COR Advantage Items

Mathematics Standard	
STRAND 1: Counting And Cardinality	
Concept 1: Counts Out Loud	
The child counts out loud and uses number words in daily conversations.	
a. Shows interest in and awareness of counting.	S. Number and counting
b. Counts out loud to 10.	S. Number and counting
Concept 2: Knows Number Names and Symbols	
The child identifies numerals and uses number words in daily activities.	
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	S. Number and counting
b. Uses and creates symbols to represent numbers.	S. Number and counting
c. Identifies numerals one to 10.	S. Number and counting
Concept 3: Counts to Tell Number of Objects	
The child uses number words and counting to identify quantity.	
a. Counts groups of objects using one-to-one correspondence (one object for each number word).	S. Number and counting

Arizona Early Learning Standards

COR Advantage Items

Mathematics Standard, CONT	
b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	S. Number and counting
c. Matches numerals to quantities they represent using physical models and representations.	S. Number and counting
d. Identifies quantity of three-five objects without counting (subitize).	S. Number and counting
Concept 4: Compares Numbers and Quantities	
The child applies a range of strategies such as counting or matching to compare sets of objects.	
a. Compares two sets of objects using terms such as more, fewer, or the same.	S. Number and counting
STRAND 2: Operations And Algebraic Thinking	
Concept 1: Explores Addition and Subtraction	
The child combines and separates groups of objects and names how many.	
a. Demonstrates an understanding that adding increases the number of objects in a group.	S. Number and counting
b. Describes changes in two or more sets of objects when they are combined.	S. Number and counting
c. Demonstrates an understanding that taking away decreases the number of objects in a group.	S. Number and counting

Arizona Early Learning Standards

COR Advantage Items

Mathematics Standard, CONT	
d. Describes changes in a set of objects when they are separated into parts.	S. Number and counting
Concept 2: Patterning	
The child recognizes, copies, extends, describes and creates patterns.	
a. Recognizes patterns in the real world.	V. Patterns
b. Copies simple patterns.	V. Patterns
c. Extends simple patterns.	V. Patterns
d. Creates simple patterns.	V. Patterns
e. Describes similarities and differences in patterns.	V. Patterns
STRAND 3: Measurement And Data	
Concept 1: Sorts and Classifies	
The child sorts and groups objects by a variety of characteristics/attributes.	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	BB. Observing and classifying
b. Explains how items were sorted into groups.	BB. Observing and classifying

Arizona Early Learning Standards

COR Advantage Items

Mathematics Standard, CONT	
Concept 2: Data Analysis	
The child collects, organizes, displays, and describes relevant data.	
a. Asks questions to gather information.	W. Data analysis
b. Displays data to answer simple questions about themselves or the environment.	W. Data analysis
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	W. Data analysis
d. Uses charts and graphs to analyze information or answer questions.	W. Data analysis
Concept 3: Measures	
The child uses measurement to describe and compare objects in the environment.	
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	U. Measurement
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	U. Measurement
c. Uses various standard measuring tools for simple measuring tasks.	U. Measurement
d. Orders objects by measurable attributes.	U. Measurement
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	HH. History

Arizona Early Learning Standards

COR Advantage Items

STRAND 4: Geometry	
Concept 1: Spatial Reasoning	
The child uses and demonstrates an understanding of positional terms.	
a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).	T. Geometry: Shapes and spatial awareness
b. Describes the position or location of objects in relation to self or to other objects.	T. Geometry: Shapes and spatial awareness GG. Geography
Concept 2: Shapes	
The child recognizes names and describes common shapes and their properties.	
a. Recognizes basic two-dimensional shapes.	T. Geometry: Shapes and spatial awareness
b. Uses the names of geometric shapes when describing objects found in the environment.	T. Geometry: Shapes and spatial awareness
c. Creates two- and three-dimensional shapes during play.	T. Geometry: Shapes and spatial awareness
d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.	T. Geometry: Shapes and spatial awareness

Arizona Early Learning Standards

COR Advantage Items

<i>Science Standard</i>	
STRAND 1: Inquiry And Application	
Concept 1: Exploration, Observations, and Hypotheses	
The child asks questions and makes predictions while exploring and observing in the environment.	
a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	BB. Observing and classifying DD. Natural and physical world
b. Identifies attributes of objects, living things, and natural events in the environment.	BB. Observing and classifying DD. Natural and physical world
c. Describes changes in objects, living things, and the natural events in the environment.	DD. Natural and physical world
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	BB. Observing and classifying
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Concept 2: Investigation	
The child tests predictions through exploration and experimentation.	
a. Uses a variety of tools and materials to investigate.	EE. Tools and technology
b. Makes predictions and checks them through hands-on investigation with adult support.	CC. Experimenting, predicting, and drawing conclusions

Arizona Early Learning Standards

COR Advantage Items

<i>Science Standard, CONT</i>	
c. Adjusts the experiment if results are different than expected and continues testing.	CC. Experimenting, predicting, and drawing conclusions
d. Persists with an investigation.	A. Initiative and planning
<i>Concept 3: Analysis and Conclusion</i>	
The child forms conclusions about observations and experimentations.	
a. Uses a variety of materials to record and organize data.	W. Data analysis
b. Identifies cause and effect relationships.	CC. Experimenting, predicting, and drawing conclusions
c. Constructs explanation about investigations.	CC. Experimenting, predicting, and drawing conclusions
<i>Concept 4: Communication</i>	
The child discusses and reflects upon the scientific investigation and its findings.	
a. Displays and interprets data.	W. Data analysis
b. Presents their scientific ideas in a variety of ways.	W. Data analysis
c. Conducts further investigation based on prior experience and information gained.	CC. Experimenting, predicting, and drawing conclusions

Arizona Early Learning Standards

COR Advantage Items

<i>Social Studies Standard</i>	
<i>STRAND 1: Family</i>	
<i>Concept 1: Understands Family</i>	
The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	
a. Views self as a member of the family unit.	FF. Knowledge of self and others
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	FF. Knowledge of self and others
c. Describes/discusses own family's cultural or family traditions.	FF. Knowledge of self and others
d. Identifies similarities and differences in their family composition and the families of others.	FF. Knowledge of self and others
e. Develops an awareness of their personal & family history.	FF. Knowledge of self and others
f. Shows knowledge of family members' roles and responsibilities in the home.	FF. Knowledge of self and others

Arizona Early Learning Standards

COR Advantage Items

<i>Social Studies Standard, CONT</i>	
<i>STRAND 2: Community</i>	
<i>Concept 1: Understands Community</i>	
The child recognizes that he/she lives in a place with many people and that there are people and events in other places.	
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	FF. Knowledge of self and others
b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	FF. Knowledge of self and others
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.	FF. Knowledge of self and others
<i>Concept 2: Rights, Responsibilities and Roles within Community</i>	
The child demonstrates a sense of belonging to the community and contributes to its care.	
a. Demonstrates responsible behaviors.	G. Community
b. Shows an understanding of how to care for the environment.	DD. Natural and physical world
c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	FF. Knowledge of self and others
d. Seeks opportunities for leadership.	G. Community

Arizona Early Learning Standards

COR Advantage Items

<i>Social Studies Standard CONT</i>	
e. Describes the purpose of rules.	K. Personal care and healthy behavior
f. Recognizes that people have wants and must make choices because resources and materials are limited.	G. Community
g. Describes their role at home, at school, and in the community.	FF. Knowledge of self and others
<i>Concept 3: Geography</i>	
The child demonstrates an awareness of locations within and around their community.	
a. Uses words to describe directionality and/or location within the community.	GG. Geography
b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.	GG. Geography
<i>STRAND 3: Historical Thinking</i>	
<i>Concept 1: Understands Time – Past, Present and Future</i>	
The child demonstrates an awareness of time and sequence of events in their daily lives.	
a. Demonstrates an understanding of time in the context of daily experiences.	G. Community Q. Book enjoyment and knowledge HH. History
b. Understands that events happened in the past and how these events relate to one's self, family and community.	HH. History

Arizona Early Learning Standards

COR Advantage Items

<i>Physical Development, Health And Safety Standard</i>	
<i>STRAND 1: Physical And Motor Development</i>	
<i>Concept 1: Gross Motor Development</i>	
The child moves with balance, control and coordination.	
a. Moves with balance.	I. Gross-motor skills
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	I. Gross-motor skills
c. Moves with coordination.	I. Gross-motor skills
d. Demonstrates spatial awareness in physical activity.	I. Gross-motor skills
<i>Concept 2: Fine Motor Development</i>	
The child uses fingers, hands and wrists to manipulate tools and materials.	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	J. Fine-motor skills
b. Uses eye-hand coordination to perform simple tasks.	J. Fine-motor skills
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	J. Fine-motor skills
d. Uses fine motor skills in daily living.	J. Fine-motor skills

Arizona Early Learning Standards

COR Advantage Items

<i>Physical Development, Health And Safety Standard CONT</i>	
<i>STRAND 2: Health</i>	
<i>Concept 1: Personal Health and Hygiene Practices</i>	
Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.	
a. Demonstrates hygiene practices.	K. Personal care and healthy behavior
b. Demonstrates healthy practices: Nutrition	K. Personal care and healthy behavior
2. Physical activity and rest	K. Personal care and healthy behavior
c. Awareness of the functions of body parts.	K. Personal care and healthy behavior
<i>STRAND 3: Safety</i>	
<i>Concept 1: Safety and Injury Prevention</i>	
Child demonstrates knowledge of personal safety practices and routines.	
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	K. Personal care and healthy behavior
b. Demonstrates transportation and street safety practices.	K. Personal care and healthy behavior
c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).	H. Conflict resolution

Arizona Early Learning Standards

COR Advantage Items

<i>Physical Development, Health And Safety Standard CONT</i>	
e. Demonstrates emergency safety practices.	K. Personal care and healthy behavior
f. Identifies how adults help to keep us safe.	E. Building relationships with adults FF. Knowledge of self and others

Arizona Early Learning Standards

COR Advantage Items

<i>Fine Arts Standard</i>	
<i>STRAND 1: Visual Arts</i>	
<i>Concept 1: Creates and Understands Visual Arts</i>	
The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.	
a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).	X. Art
b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	X. Art
c. Creates art in two and three dimensions.	X. Art
d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	X. Art
<i>STRAND 2: Music And Creative Movement</i>	
<i>Concept 1: Creates and Understands Music, Movement and Dance</i>	
The child uses a wide variety of instruments, movements, techniques and music to explore and create.	
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	Y. Music Z. Movement

Arizona Early Learning Standards

COR Advantage Items

<i>Fine Arts Standard CONT</i>	
b. Sings and moves to familiar rhymes, songs, and chants.	Y. Music Z. Movement
c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.	Y. Music Z. Movement
d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	Z. Movement
e. Uses creative movement and dance to interpret the mood of various types of music and stories.	Z. Movement
<i>STRAND 3: Drama</i>	
<i>Concept 1: Creates Dramatic Activities</i>	
The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.	
a. Assumes roles from daily activities using a variety of props.	AA. Pretend play
b. Takes on more than one dramatic play role at a time.	AA. Pretend play
c. Pretends an object exists without using a prop.	AA. Pretend play
d. Dramatizes familiar stories.	AA. Pretend play
e. Adds details and new elements to dramatic play situations.	AA. Pretend play

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